

Unit 1 Animals

Lesson 1: Unit opener

Learning objective

Students will be able to ask and answer basic questions about animals and review the animal vocabulary they already know.

Language

Animals: bee, chameleon, chicken, dog, eagle, fish, frog, lion, monkey, octopus, rabbit, snake, turtle, whale

Functional language: What is it? It's a ... What does it (eat)? It eats ... What kind of animal is it? It's a ... Does it (swim)? Yes, it does. / No, it doesn't.

Starting the lesson

- Begin the lesson by reviewing animal names. Write the names of some of the animals from the lesson at the top of the board. Leave a space for the students to draw. Go through each of the animals and check students know what they are. Then draw a picture of one of the animals and have students put up their hands if they think they know what animal it is. If a student guesses incorrectly, tell them they can't guess again until the next round. If they guess correctly, ask them to draw an animal for the next round.
- Tell the class that this unit is all about animals and how we categorise them.

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1 Watch. What is your favourite animal?

- Before students watch the video, act out your favourite animal. See if they can guess what it is. Say; My favourite animal is a
- The video describes three different animals and asks viewers to guess what they are. Play the video, stopping after each question to give them time to guess the answer.
- After the video, ask students to stand up and act out their favourite animal at the same time. Try and guess all of them as quickly as possible. Ask the class to repeat the name of each correctly guessed animal.

Class book pages 10 - 11

2 Play the game. Use a coin.

- Give students time to play the game in pairs using the game board in their books. Students start from the lion and move their way upwards towards the octopus. The first student flips the coin and moves one space if the coin lands on heads and two spaces if the coin lands on tails. Encourage students to say out loud heads or tails as the coin lands. You can use a dice if you do not have coins. After a student moves to the corresponding animal, their partner must then interview them about the animal using the questions on the page. If they make any mistakes, they must return to the previous square. If a student lands on the snake, they move back down the board unless they answer the questions correctly. The winner is the first student to finish.

ANSWERS

It's a lion. It eats other animals. It doesn't lay eggs.

It's a chicken. It eats insects and seeds. It lays eggs.

It's a dog. It eats meat. It doesn't lay eggs.

It's a frog. It eats insects. It lays eggs.

It's a monkey. It eats plants and meat. It doesn't lay eggs.

It's a turtle. It eats plants and other animals. It lays eggs.

It's a fish. It eats plants and other small animals. It lays eggs.

It's a rabbit. It eats plants and vegetables. It doesn't lay eggs.

It's an eagle. It eats other animals. It lays eggs.

It's a chameleon. It eats insects and plants. It lays eggs.

It's a whale. It eats fish and other animals. It doesn't lay eggs.

It's a snake. It eats other animals. It lays eggs.

It's a bee. It eats plants and other small animals. It lays eggs.

It's an octopus. It eats fish and other sea animals. It lays eggs.

3 True or false?

- Review the concepts vertebrate and invertebrate and the animal groups (mammals, reptiles, fish, birds, amphibians). Read out each sentence to the class and ask them if they think it is true or false. Help them with any vocabulary they are unsure about.
- Give students time to complete the activity. Ask them to check their answers with a classmate. Clear up any disagreements.

ANSWERS

- a. True
- b. False. Cats are mammals.
- c. True
- d. False. Spiders are invertebrates.
- e. True

4 Look. Is this a vertebrate or an invertebrate?

- Ask the class what animal they think it is. If they struggle, give them two options by asking: *Is it a frog or spider?* Ask them what part of the animal it is. If they struggle, give them two options again by asking: *Does it show skin or a skeleton?*

ANSWERS

It is a vertebrate because it has got a spine and an internal skeleton.

Mixed abilities

- Ask any fast finishers to try to create their own pictograms using animal vocabulary. They could even draw an animal and cover it in vocabulary that relates specifically to the animal they have drawn.

Ending the lesson

- Tell students you are thinking of an animal. Encourage them to ask questions to find out what it is. Each time a student asks a question correctly, write it on the board. Once the class has correctly guessed your animal, tell students to play the game in pairs.

CONTINUOUS ASSESSMENT

Give everyone a piece of paper and tell them to write their name at the top. With the board clean and their books closed, ask students to write down the names of 10 animals. Then have them write one fact about each animal.

Lesson 2: What are animals?

Learning outcome

Students will understand how we group living things into kingdoms and will be able to classify the Animal Kingdom into vertebrates and invertebrates.

Language

Classifications of living things: *animals, backbone, fungi, invertebrate, kingdoms, plants, prokaryotes, protocists, plants, spine, vertebrate*

Animals: *caterpillar, fish, human, jellyfish, monkey, owl, snail*

Functional language: *What are (dogs)? They're (vertebrates). They have got (more than one cell). The haven't got (a spine).*

Starting the lesson

- Play a memory game to elicit animal vocabulary. Ask the class to sit in a big circle. Start the game by saying: *I went to the farm and I saw a pig.* Choose a student to go next and help them say: *I went to the farm and I saw a pig and a cow.* Continue around the circle with each student adding an animal to the end of the list. Help students as necessary by acting out the sequence of animals.
- Explain to the class that they will be learning about living things and how we classify them. Explain that we divide living things into kingdoms.

Class book pages 12 - 13

- Put students in pairs. Read the information box about protocists out loud to the students and explain any difficult vocabulary on the board. Have them repeat any words that are difficult to pronounce. Now, give students time to practice reading the same information box with their partner. Repeat this process with all the kingdoms.

1 Copy and complete the table with the living things in your notebook.

- Give students time to complete the activity in their pairs. Check the answers with the class by asking: *What are trees?* and encouraging students to say; *They're plants!* Repeat for each living thing.

Mixed abilities

Fast finishers can research and find other examples of living things to complete the table.

ANSWERS

Prokaryotes - bacteria

Protoctists - algae

Fungi - mushroom

Plants - tree

Animals - dog

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2 Watch. Copy and complete with Vertebrates or Invertebrates.

- Before you watch the video, play a mini game to get students thinking about different types of animals. Say the names of three animals and ask the class what kingdom they belong to. Encourage them to say; *the Animal Kingdom*. Then in small groups, give students 2 minutes to write down as many animals as they can. Give the group with the longest list a round of applause.
- Explain that there are two main groups in the Animal Kingdom. Tell students to watch the video and write down what the groups are. Give students time to complete boxes a and b.
- Play the video again, but this time, ask them to write down all the animals mentioned. After the video, write *vertebrate* and *invertebrate* on the board and invite students to categorise the animals from the video on the board. Correct spelling as needed.
- Note: Highlight that a spine is sometimes referred to as a backbone. Write both words on the board and have students practice saying them. Point to your spine to show students the words refer to the same thing.

ANSWERS

a. Vertebrates have got a spine.

b. Invertebrates haven't got a spine.

3 Classify. Vertebrate or invertebrate?

- Give students time to do the activity. You can help students complete the activity by pointing out the different features of the animals: *Monkeys have a skeleton. Caterpillars have a soft body. Snails have a shell.* Encourage students to describe the animals in the same way.

KEY COMPETENCE Science, technology, engineering and mathematics (STEM)

Students are introduced to the scientific method of classifying animals based on observable features. Giving them the tools to group animals, will not only help them understand the complex natural world around them, but will also spark curiosity. Now when they see an animal, they might notice whether or not it has got a spine and know if it's a vertebrate or an invertebrate.

ANSWERS

jellyfish - invertebrate

monkey - vertebrate

owl - vertebrate

caterpillar - invertebrate

snail - invertebrate

fish - vertebrate

human - vertebrate

4 Listen. Stand up if it's a vertebrate. Sit down if it's an invertebrate. 001

- Before playing the audio, show students how to complete the activity using examples from activity 3. Ask them to sit down and then play the audio.

Audio transcript

1. bee
2. horse
3. butterfly
4. worm
5. duck
6. dolphin
7. spider
8. tiger

Mixed abilities

- For higher abilities you can do the activity but asking students to explain why they have chosen to stand up or sit down by describing the animal: *The worm has a soft body. The horse has a head, torso and tail.*

ANSWERS

1. bee (stay sitting down)
2. horse (stand up)
3. butterfly (sit down)
4. worm (stay sitting down)
5. duck (stand up)
6. dolphin (stay standing up)
7. spider (sit down)
8. tiger (stand up)

Ending the lesson

- Write vertebrate on a piece of paper and invertebrate on another piece of paper. Stick them up on opposite sides of the classroom. Tell students you are going to say the name or hold up a picture of an animal and they have to decide if they are a vertebrate or an invertebrate by running to the correct word. If more than half the class get it correct, it's a point to the class. If less than half the class get it correct, it's a point to the teacher.

CONTINUOUS ASSESSMENT

Ask students to draw a living thing on piece of paper and to write a short description about it. Make sure they include the kingdom that the living thing belongs to and any characteristics that belong to this kingdom.

At home Find two vertebrates and two invertebrates that live near your home.

- Get students to compare their findings in groups in their next class.

Lesson 3: Make a symmetrical butterfly (STEAM challenge)

Learning objective

Students will learn to recognise symmetry in living things and will be able to make their own symmetrical butterfly.

Language

Descriptions: half, left, right, symmetrical, the same

Materials: card, paintbrush, paints, pencil, scissors

Functional language: Imperative: cut out, display, fold in half, open, use

Preparing for the lesson

- For the challenge, every student will need a paintbrush, a card, paints, pencil and scissors.

Starting the lesson

- To warm the class up, get students to work in pairs and have them make symmetrical shapes with their partner using their legs and arms. Demonstrate the activity with a student so they understand the activity.

Mixed abilities

- Give higher level students the chance to lead the game replacing “the teacher” with their own name.

Class book pages 14 - 15

Before you start

1 Look at the two sides of these animals. Are they the same?

- First ask students which kingdom the living things on the page belong to. Ask which are vertebrates and which are invertebrates. Ask them how each of the animals are different. Ask them if they have anything in common (they are all symmetrical).
- Give students time to answer the question. Then invite a student to read out the line on the page confirming the answer.

ANSWER

Yes. Almost all animals are symmetrical.

You need ...

- Make sure students have everything they need.

Planning

Steps 1 - 5

- Have students work through steps 1 - 5 individually or in pairs to make their butterflies. You could model the activity once through and then have students repeat it themselves. Go round the class checking they understand the task.

Steps 6 - 7

- Arrange a place in the class for students to display their butterflies. Have students look at their classmates' work and ask the question: Are they symmetrical?

KEY COMPETENCE ⑨ Linguistic communication

Students will need to express their observations to multiple classmates and to be clear about which pictures they are referring to. Being able to observe and make reflections in a constructive way is an important linguistic communication skill.

Ending the lesson

- Have each student stand up and describe their butterflies with a focus on colour. Write a script on the board to help them;
This is my butterfly. It is symmetrical. Its left side is the same as its right side. My butterfly's wings are yellow, blue and green.

CONTINUOUS ASSESSMENT

Do an animal spelling test focusing on some of the vocabulary the class have covered so far.

Lesson 4: What types of vertebrates are there?

Learning objective

Students will be able to group vertebrates based on shared characteristics.

Language

Describing vertebrates: *amphibians, birds, cold-blooded, feathers, fins, fish, fur, gills, lay eggs, live babies, mammals, reptiles, scales, warm-blooded*

Functional language: *Has it got? Yes, it has. / No, it hasn't.*

Preparing for the lesson

- Students will be asked to carry out Internet research for one of the activities. Make sure students have access to the Internet or set the task as homework.

Starting the lesson

- Tell students to think of an animal and to write it on a piece of paper. Tell them you are going to say a characteristic and if their animal has that characteristic they have to stand up. Get the student(s) who stand up to read out their animal and have the rest of the class confirm if they are correct for standing up.

- Stand up if you have wings.
- Stand up if you have a tail!
- Stand up if you have a beak.
- Stand up if you live in water.
- Stand up if you have 2/4/6/8/no legs.
- Stand up if your name begins with S.

Class book pages 16 - 17

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1 Read. Can you name one vertebrate animal?

- You can choose to have students read the text individually, in pairs, or as a class before they answer the questions. Take the time to go through any difficult words and to model pronunciation of the words in bold. If needed, refer them to the animals in the picture to answer the question.
- Optional activity: Organise students into five groups and have them each create a 2 minute presentation on the five main types of vertebrates. Assign each group a vertebrate animal. Have them read the information and decide how best to present it to the class in their own words. Make sure each presentation includes at least one example of that vertebrate animal.

ANSWERS

Possible answers: tiger, bird, fish, frog, crocodile, snake, whale, dolphin, penguin

2 Look at the picture. In your notebook, write examples of different types of animals.

- Before students do the task, play a game to highlight key vocabulary about vertebrates. Read a definition for a word that is written on the page in bold and have students guess which word it is. Read these definitions aloud:
 - **Animals are this if their body temperature stays the same.** (warm-blooded)
 - **Animals are this when their body temperature changes with the environment.** (cold-blooded)
 - **These help fish breath under water.** (gills)
 - **These help birds fly.** (wings)
 - **Some animals lay these and they contain babies.** (egg)
 - **These cover the bodies of fish and reptiles.** (scales)

- These cover the bodies of birds. (feathers)
- This usually covers the body of mammals. (fur)

- Have students write at least one example of each vertebrate animal from the picture.

Mixed abilities

- Fast finishers can add to the list of animals with their own ideas.

KEY COMPETENCE Linguistic communication

Students will have to understand and apply the information they have just read to complete this written task. Furthermore, transferring what they have learned in written form into their notebook is a vital skill within this competence and a good way to check understanding.

ANSWERS

bird - toucan

mammal - capybara

amphibian - frog

reptile - snake, crocodile

fish - fish

Language learning lab

- Tell students some things that you've got and some things that you haven't got. On the board, write: *I've got hair* and *I haven't got feathers*. Put students in pairs and ask them to tell each other what they've got and what they haven't got.
- Carry out the activity as a class so students understand what to do. Tell them you are thinking of an animal. Write three sentences about the animal on the board:
 - *It's got scales*
 - *It's got eyes.*
 - *It hasn't got legs.*

Encourage them to use the clues and ask more questions until they guess: *Has it got fur?* Once they have correctly guessed the animal, give them time to play the guessing game in pairs.

3 Investigate using the Internet and answer the question.

- Give students access to the Internet to carry out their research in class. Alternatively, set the task as homework.

KEY COMPETENCE Digital

Students have the opportunity to develop their research skills using the Internet during this task. They will have to perform searches and also evaluate the results of their searches. They should be encouraged to choose reliable sources and take a critical approach to the information they find online. This is a great opportunity to teach them the different ways they can assess the validity of information.

ANSWERS

Whales live in the water, but they aren't fish. This is because they can't breathe under water, and they have live babies who drink milk from their mother.

4 Listen and say the chant. 002

- Find out if students can guess the missing words before listening to the chant. Then play the audio and have them confirm their answers. Play the audio again and let them sing along.

Audio transcript

A is for amphibians. They can't be dry.

B is for birds. They use wings to fly.

F is for fish. They swim with their fins.

R is for reptiles with dry, scaly skin.

M is for mammals. They're covered in fur.

Which of the vertebrates do you prefer?

ANSWERS

dry, wings, fins, skin, fur

Ending the lesson

- Tell the class you are thinking of an animal. Say two things the animal has got and two things the animal hasn't got. See if the class can guess which animal it is. When they have guessed, let them play the game in pairs.

CONTINUOUS ASSESSMENT iPack

Create a test using the test generator.

At home Teach the Vertebrate chant at home.

- Make sure students have access to the chant at home, or get them to write the complete version in their notebooks before they leave class.

Lesson 5: What types of invertebrates are there?

Learning objective

Students will be able to group invertebrates based on shared characteristics.

Language

Describing invertebrates: abdomen, antennae, arthropods, echinoderms, exoskeleton, head, insects, molluscs, shell, spine, thorax, worms

Animals: ant, beetle, butterfly, caterpillar, crab, dragonfly, earthworm, ladybird, mussel, octopus, oyster, sea urchin, slug, snail, spider, squid, starfish

Functional language: They've got. / They haven't got. They live (in the sea).

Preparing for the lesson

- Students can use a magnifying glass to answer some of the questions in the lesson.

Starting the lesson

- Warm up the class with a game of 'Broken Telephone'. Get everyone to sit in a big circle. Choose a student to start that game and tell that student to whisper the name of an animal into the student's ear sitting next to them. Tell that student to whisper the same animal into the student's ear sitting next to them. Continue doing this until it reaches the last student in the circle. Ask this student to stand up and say the animal. Play the game again, this time tell a different starting student to include an adjective and an animal, for example a scary bear or a terrible tiger. Each time you play the game, make the starting sentence more difficult. You could even insert yourself into the game as the starting student and whisper a tongue twister into the student's ear sitting next to you:

- A big black beetle bit a big blue beetle
- Seven silly snakes sizzling like sausages
- Fifty-five frogs follow Fred into the forest
- Charlie's chicken chews Chuck's chair

Class book pages 18 - 19

- Read the title of the lesson out loud to the students. Give them time to read the

information about invertebrates. Ask them if they are surprised by the fact.

Explain that they are now going to learn about four groups of invertebrates.

1 Listen and point. 003

- Read the information about the ant out loud. Explain any vocabulary. Then read the information out loud again, but this time ask the class to read along with you.
- Play the audio. Stop after each sentence and make sure everyone is pointing at the correct part of the ant. Play the audio again. This time don't stop the audio.

Audio transcript

1. This is the ant's head.
2. This is its thorax.
3. This is its abdomen.
4. It's got antennae
5. It's got six legs.

2 What type of invertebrate is it? Tell a classmate.

- Give students time to complete the activity together in pairs. They should take turns reading the sentences and guessing the type of invertebrate.

Mixed abilities

- Ask higher level students to name the animal as well as the type of invertebrate. There can be more than one option.

KEY COMPETENCE Linguistic communication

Students practice asking and answering questions about invertebrates. The skill requires them to think of different levels of details about the animal that they can use to describe it.

ANSWERS

- a. worms (earthworm, slug)
- b. arthropod (dragonfly)
- c. mollusc (mussel, oyster)

3 Draw these animals in your notebook. Write descriptions.

- Make sure students know the names of the animals in the pictures by writing them on the board. Give them time to complete the activity.

KEY COMPETENCE  Science, technology, engineering and mathematics (STEM)

Sketching or drawing diagrams is an important part of communicating scientific observations and preserving and passing on important information about species.

ANSWER

From left to right: dragonfly, oyster, earthworm

Ending the lesson

- Write the words *birds, mammals, amphibians, reptiles* and *fish* on different pieces of paper and stick them in different parts of the classroom. Tell students to write down an animal on a piece of paper and to stick it next to the type of vertebrate animal that it relates to. Repeat the activity several times until there is a good selection of animals listed under each group. Encourage students to help each other.

CONTINUOUS ASSESSMENT

Put students into small groups and give each group a dice. Write the following on the board and let them play:

1. Explain the difference between invertebrates and vertebrates. Give examples.
2. Say a sentence about an animal and see if the group can guess it.
3. Name two mammals and two reptiles.
4. Describe your favourite animal to the group.
5. Give an example of a bird, amphibian and fish.
6. Name an animal and say if it is a vertebrate or an invertebrate.

 **At home** Look for invertebrates at the supermarket.

- Students are likely to find invertebrates such as crab, octopus, shellfish and even snails at the supermarket. Help them identify where in the supermarket these animals might be. Encourage them to tell their family what they know about these invertebrate animals.

Lesson 6: How do animals adapt?

Learning objective

Students will be able to recognise how some characteristics help animals survive in their environments.

Language

Animal adaptations: *adapt, camouflage, claws, desert, environment, fat, survive*

Functional language: *They can (change colour).*

Starting the lesson

- Warm the class up with a game of 'Categories' to review some of the vocabulary so far. Draw a chart on the board with the following categories: *Vertebrate, Invertebrate, Bird, Fish, Amphibian, Reptile* and *Mammal*. Have students work as a class or in groups to complete the chart with as many animals as they can think of.

Mixed abilities

- The categories can be made easier or harder depending on the level of the class. For lower abilities, make the categories simpler, for example *an animal with a tail, an animal that can fly, an animal that lives in water*.

Class book page 20

- Put students in pairs and ask them to write the name of a hot place and a cold place. Ask them to imagine going to one of these places and write a list of the things they might need. Get each group to stand up and read out their list. See if the class can guess where they are going.
- Give students time to read the introduction box at the top of the page. Help them with any vocabulary. Check they understand the meaning of *adapt*.
- Give them time to read the information about camels, polar bears, Arctic foxes and stick insects. Help them with pronunciation and write any difficult vocabulary up on the board. Ask students what information they found surprising or interesting.

1 Listen. Where do these animals live? 🎧 004

- Tell students to listen and write down the animal from the page that each sentence is about. Play the audio. Stop after each sentence.
- Tell students to listen again and write down where the animals live. Play the audio again.

KEY COMPETENCE 🎧 Cultural awareness and expression

When students identify regions and places where animals live, they develop an understanding of different parts of the world and can identify places and regions through their climate, landscape and wildlife.

Audio transcript

1. This animal has thick fur.
2. This animal can drink a lot of water.
3. This animal has long claws.

ANSWERS

1. polar bear - in the Arctic
2. camel - in the desert
3. polar bear - in the Arctic

2 Describe the pictures. Are they adapted to the environment?

- Give students time to look at the pictures in pairs and listen to their descriptions.

ANSWERS

- a. The polar bear is not adapted to the desert. It's thick fur and fat will make it too hot. Its claws are not useful for walking on the sand.
- b. The camel is not adapted to the polar region. It doesn't have thick fur to keep it warm and its feet don't have claws to help it walk on snow and ice.

Ending the lesson

- Have students work in small groups. Say the name of an animal aloud, e.g Spider. Tell students to write down as many facts about that animal as possible in their groups; *It has eight legs. It is an arthropod. It lays eggs.* Each group must say how many facts they have found. The group with the most facts must read out their facts. If they are all correct, that group gets a point. If one of their facts is wrong, the first group to correct the fact wins the point. Continue the game for several rounds.

CONTINUOUS ASSESSMENT iPack

Use the test generator to create a test.

Lesson 7: How do polar bears stay warm? (Science lab)

Learning objective

Students will be able to implement a scientific method to test a hypothesis about how polar bears stay warm.

Language

Science lab: hypothesis, materials, results

Functional language: can / can't, imperatives; *Put your hand in the ice water. Turn one bag inside out.*

Preparing for the lesson

- For the experiment, each pair or small group of students will need a large bowl with water and ice, a spoon, a timer, fat (for example butter) and two freezer bags. Each student will also need their own pair of gloves.

Starting the lesson

- Play a game of '20 questions' with the class. Think of an animal and get students to ask yes/no questions about that animal; *Does it lay eggs? Is it a vertebrate? Can it fly?* Keep going until a student answers correctly. Then invite that student to think of an animal for the rest of the class to guess. Continue for several rounds and try to end the game with a polar bear as the final animal.

Class book page 21

Hypothesis

- Read the information about polar bears aloud to the class. Explain that a hypothesis is a statement or idea that you want to test and that all scientific experiments should start with a hypothesis. Play the video up until the options for their hypothesis are read out. Then give students time to decide on their hypothesis.

Materials

- Make sure students have all the materials they need.

Steps 1 - 4

- Play the video up until the narrator says; Now it's your turn to do the experiment. Answer any questions students may have about the experiment and let them work through steps 1 - 4 in pairs or small groups. Monitor the activity and offer help where needed. Make sure students clean up any mess from the experiment. You can hand out the worksheets as they are doing the experiment.

▶ **Watch. Compare your results with a classmate. Fill in the worksheet.**

- Play the rest of the video about the results. Put students in pairs and ask them to compare their answers. Then ask students to fill out their worksheet.

Ending the lesson

- End the lesson with a review of the experiment. Put students into small groups and ask them to discuss these questions; *What did you learn from the experiment? Was the experiment a good way to test the hypothesis? What could you do differently? What other hypothesis would you like to test?* Get students to share their ideas back to the class and ask the class to vote for the hypothesis that they would most like to test.

CONTINUOUS ASSESSMENT

Ask students to think of a specific animal and to write down three examples of how an animal adapts to its environment. Encourage them to describe the adaptation.

Lesson 8: What do animals do?

Learning objective

Students will be able identify and name some of the different ways animals eat, breathe, reproduce and interact.

Language

Classifying animals: carnivore, herbivore, omnivore, oviparous, parasite, viviparous

Life processes of animals: eat, breathe, fight, help, interact, interaction, nutrition, reproduce, reproduction, symbiosis

Animals: chicken, deer, elephant, frog, leech, panda, pig, shark, tiger, wolf

Functional language: Which of these animals (have got lungs / are oviparous)? Some (animals), most (fish), such as (mammals)

Starting the lesson

- Give everyone a card with a picture or name of an animal on. Put everyone in pairs and tell them they have to create two sentences about the animals. One sentence which describes a similarity and one which describes a difference. Ask them to stand up and read their sentences out to the class.

Mixed abilities

- For lower abilities, scaffold the task on the board using a whale and a shark. Highlight both and whereas; *Both sharks and whales live in the water. Sharks are fish, whereas whales are mammals.*
- Once the class are warmed up, explain that today they are going to see some other important similarities and differences between animals.

Class book pages 22 - 23

- Read out the information box at the top of the page. When you have finished, read it again and encourage the class to read along with you.

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1 Watch. Find two kinds of interaction.

- The video shows different things that animals do, including eating, reproducing and interacting with their environment. Play the video once through but with no sound. Tell the students to watch carefully and write down as many things as possible that they can see happening in the video. When the video is finished, ask them to shout out all the things they saw. Ask what they think the video is about.
- Tell the students that there will be sound this time and ask them to write down two kinds of interaction they see. Play the video. Get feedback from the class.

ANSWERS

Possible answers: Animals adapt to their environment; the camels store water in their humps and chameleons change colour. Some animals fight with each other; the giraffes are fighting. Other animals help each other; the fish is using the other sea animal to hide itself and take shelter.

2 In your notebook, classify these animals as carnivores, herbivores or omnivores.

- Students may need to carry out additional research to find out which of the animals are carnivores, herbivores and omnivores. Give students time to discuss their ideas in pairs or set the task as homework.

ANSWERS

carnivores: crocodile, snake; herbivores: rabbit, elephant; omnivores: dog, rat

3 Work in pairs. Which animals are oviparous? Which have got lungs?

- Give students time to read the information about the different ways animals breathe and reproduce. Help them with any vocabulary.
- Students can discuss their ideas in pairs. You could highlight that bees are oviparous, but only the queen bee can lay eggs. Other female bees are not fertile.

KEY COMPETENCE Linguistic communication

In this activity, students are asked to reflect on what they've learned with a partner. Being comfortable sharing and exchanging information in this way will help them build more construction and learning-based relationships with their classmates.

- Put students in pairs and tell them to take turns describing everything they can see in the two photos at the bottom. The tigers are likely fighting over food or territory. The birds are eating insects off the deer. They are helping each other. We call this symbiosis because the birds get food and the deer feels more comfortable.

Ending the lesson

- Play a game of 'True or False'. Explain that you are going to say some sentences and students should stand up if they think the sentence is true, but stay seated if they think it is false. Read out some sentences:
 - A wolf is a carnivore. (true)
 - Herbivores eat meat and plants. (false)
 - Frogs breathe with gills when they are babies and lungs when they are adults. (true)
 - Mammals, birds and reptiles breathe with lungs. (true)
 - Animals are oviparous if they give birth to live babies. (false)
 - Elephants are viviparous. (true)

Mixed abilities

- Ask higher level students to correct any false sentences.

CONTINUOUS ASSESSMENT iPack

End of unit test.

At home Find a carnivore, a herbivore and an omnivore from your environment.

- Give students a few days to complete the task and ask them to write any other observations they can about the animals they find.

Lesson 9: Review and reflect

Learning objective

Students will be able to review what they have learned from the unit and practice different learning techniques.

Language

Animals: ant, bee, beetle, butterfly, caterpillar, chameleon, chicken, crab, deer, dog, dragonfly, eagle, earthworm, elephant, fish, frog, human, jellyfish, ladybird, leech, lion, monkey, mussel, octopus, owl, oyster, panda, pig, rabbit, sea urchin, shark, slug, snail, snake, spider, starfish, squid, tiger, turtle, whale, wolf

Classifications of living things: animals, backbone, fungi, invertebrate, kingdoms, plants, prokaryotes, protocists, plants, spine, vertebrate

Describing vertebrates: amphibians, birds, cold-blooded, feathers, fins, fish, fur, gills, lay eggs, live babies, mammals, reptiles, scales, warm-blooded

Describing invertebrates: abdomen, antennae, arthropods, echinoderms, exoskeleton, head, insects, molluscs, shell, spine, thorax, worms

Animal adaptations: adapt, camouflage, claws, desert, environment, fat, survive

Classifying animals: carnivore, herbivore, omnivore, oviparous, parasite, viviparous

Life processes of animals: eat, breathe, fight, help, interact, interaction, nutrition, reproduce, reproduction, symbiosis

Functional language

Has it got? Yes, it has. / No, it hasn't.

What are (dogs)? They're (vertebrates). They've got. / They haven't got. They live (in the sea).

What is it? It's a... What does it (eat)? It eats

What kind of animal is it? It's a... Does it (swim)? Yes, it does. / No, it doesn't.

They can (change colour). They can't (lay eggs).

Which of these animals (have got lungs / are oviparous)?

Some (animals), most (fish), such as (mammals)

Starting the lesson

- Refer students back to the game board on the unit opener page. Tell them they are going to play the game again, but this time, in order to move to a square, they have to say three sentences about the animal using vocabulary and information from the unit. Walk round the classroom while they are playing and help them when necessary.
- Once the class is warmed up, explain that today they are going to review the unit.

Class book page 24

1 Say three things these animals have in common. Say three things that are different.

- Give students time to complete the activity. Walk round and check the conversations. Get feedback from the class. List all their similarities and differences on the board.

ANSWERS

The eagle and ladybird are both living things. They both fly, lay eggs and eat other animals. However, the eagle is a vertebrate and a bird with feathers. The ladybird, on the other hand, is an invertebrate and an insect with an exoskeleton.

2 Copy the chart in your notebook and complete it with the words in the box.

- Give students time to complete the activity.

ANSWERS

From left to right: mammals, birds, fish, reptiles, amphibians

3 Choose the odd one out.

- Give students time to complete the task. Let them check their answers in small groups. Help clarify any disputes.

ANSWERS

- jellyfish (only one that's not a mammal)
- oyster (only one that's not an arthropod)
- viviparous (only one that's not related to nutrition)
- spines (only body part you can't find on an ant)

4 Play the quiz.

- Students will need access to a computer and Internet to play the quiz. Give them time to complete the quiz online and go around helping them with any incorrect answers.

ANSWERS

1. We can eat some types of fungi. (True)
2. Birds are invertebrates. (False)
3. 60% of animals are invertebrates. (False)
4. Fat can help us stay warm. (True)
5. Fish use lungs to breath. (False)
6. Snakes are a king of ... (reptile).
7. Jane Goodall studied ... (chimpanzees).
8. A herbivore eats ... (only plants).
9. Birds are oviparous. That means ... (their babies come from eggs).
10. Sometimes animals help other animals. This is called ... (symbiosis).

5 Do the WebQuest.

- Give students time to do the WebQuest. They need to use the resource page to find information and complete a task about strange animals. Here they will find links to pages that have the information needed to answer the questions below.

ANSWERS

Students own answers.

KEY COMPETENCE Digital

Students will practice important online navigation skills as they learn to follow instructions to find their way through the WebQuest activity.

Class book page 25

1 Read the unit objectives and say what you have learned.

- Put students in pairs and let them test each other on the different statements in the chart.

KEY COMPETENCE Personal, social and learning to learn

This activity allows students to evaluate their own progress. This ability to recognise their own limitations will help them manage their own learning, identify topics that need more work and seek help if necessary.

2 Where can you go to learn more about animals? Write in your notebook.

- Give students 3 minutes to complete the task. Get feedback from the class and write all suggestions up on the board.

3 Show what you have learned. Choose one.

- Students are given the freedom to decide which topic in the unit to present on and how to present the information they have learned. They can choose to focus on one area of the unit or on several different topics. Give students time to choose, prepare and present their work.

KEY COMPETENCE Personal, social and learning to learn

Giving students more freedom here to show what they've learned in the unit will give them the opportunity to consider what they know, and also consider areas where they feel they need more work. It is a chance for them to strengthen any weaknesses they highlighted in the previous activity through personal effort.

Ending the lesson

- Tell students that they have reached the end of the unit. To finish the class, everyone has to stand up and say one thing they have learned.

Mixed abilities

- For lower abilities, give them time to prepare their sentence and write an example sentence on the board. Once everyone has had a go, get the class to give themselves a big round of applause.